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EDC 423

Informational Text Plan

**Part 1: Text Analysis**

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| **Resources** | **Challenges** |
| Pg. 10~ Life Science reading strategy: is a helpful tip to the reader to have them make connections to real life experiences as well to previously read texts | Pg. 12~ ‘Prey,’ is said and bolded in the section of reading but is not explained right in that paragraph or anywhere near of what that word means. Although it is included in the ‘wordwise’ at the end of the article. |
| Pg. 10~ Picture of the Cheetah helps the reader from the start of the text to engage prior knowledge of cheetahs, and what they look like. It is as well a helpful visual aid for the reader to be able to picture throughout the text. | Pg. 14~ ‘Gazelles, Cheetahs, and “They”’ all within the same section can be a challenging source of referential language for the reader. |
| Pg. 10-11~ The title font is a creative, ‘safari’ font that is engaging of the readers interest from the beginning of the article. | Pg. 14~ “Fast on its Feet” section of the text is too wordy with too many concepts for the reader to be able to follow with ease. |
| Subtitles~ Are used throughout the text and are helpful to the reader to set a purpose for each section of reading as well help guide them through the text. | Pg. 16~ “Moment of Truth” section may be too heavy and graphic of a subject for 2nd to 3rd graders to handle. |
| Pg. 12 **¶** 1 in “Built to Hunt” is a useful quick summary of the first section of the text. | P.12~ “Predators,” is again said and bolder but is not explained within the paragraph or near by. The reader may not know what this means an can lead them to further confusion throughout the book of what the cheetah is responsible for doing to survive. |
| Pictures and blurbs throughout help the reader to further understand and comprehend the text. The blurbs pair with the visuals very well. | P. 12~ “Hunter/Predator” they both pretty much mean the same thing and but by being called two different things and “predator” not being explained the reader can interpret them as two different meanings and again add confusion to the rest of the article. |
| Pg. 14~ The text converting ‘KPH’ to ‘MPH’ (The American calculation of speed) is helpful for the reader to relate to. | P. 13~ “Sharp eyes” Does this mean they are physically sharp? Would be helpful for the reader, especially at this age, for the author to explain more what they mean by sharp eyes. {Able to have a greater focus on objects} |
| Pg. 14~ “It acts like a spring.” Uses of a simile to help the reader better understand the reference. |  |
| Pg. 16~ “Cheetah in the Wild” is a useful conclusive summary of what were the big ideas of the text. As well a good final explanation of what ‘adaptations’ was. |  |
| Pg. 17~ ‘Wordwise’ is a very useful aspect of the text. The bold words throughout the text were included in this section with their definitions. Useful for readers to learn the challenging words. |  |
| Pg. 16 & 17~ The graphic on the final pages is really helpful to give the reader a visual of all the adaptations the cheetah has gone through. |  |
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| **\***Pg. 14~ “Adaptations in the Cheetahs feet help.” Is both resourceful and challenging because it refers back to the adaptations spoken of in a different section of the text. But is also resourceful because it’s a good cause and effect aspect for the reader to be able to pick up on. | |

**Part 2: Learning Goals**

**1.** Main Ideas:

~ A Cheetah adapts to its environment in order to survive.

~ Cheetahs are built to hunt their prey in the wild.

~Cheetahs have many characteristics that help them find and catch prey, which are forms of adaptions over time.

**2.** Big Ideas:

~ Do all animals adapt to their environment?

~ Are adaptations important to Cheetahs lives?

~ Do different animals hunt different prey?

~ What makes a strong hunter/predator?

**3.** Learning Goals:

After reading the students will be able to:

~ Determine why animals adapt to their environment.

~ How cheetahs survive/live.

~Determine what makes a good hunter in the wild

~ Know what adaptations a cheetah gains over time.

**Part 3: Planning the Launch**

~Does anyone know what a cheetah looks like? Or where cheetahs often live? Maybe someone knows how a cheetah hunts in the wild?

~ Yes they do live in Africa and hunt other wild animals.

~ Has anyone ever adjusted what he or she may like to eat to better fit in with what everyone around him or her is eating?

~ Very nice! That is known as an adaption to someone else’s ways.

-Today we are going to read a National Geographic Explorer article called “See How Cheetahs Survive in the Wild.” We will see how the cheetah hunts his prey. We will discover what adaptations, gained over time, and may be important to become more successful at hunting.

**Part 4: Planning the Exit**

~ With completion of reading this article we will be doing an exit activity. It is called the 3, 2, 1 strategy. In your journal you will be responsible for writing 3 important ideas that you remember from the article, 2 examples of something you have learned from the article, and 1 connection to a life experience, book/movie or a real world event. We will then be sharing these as a class.

~ By enacting this activity at the end of the lesson and having them share what they have written will allow me as the teacher to asses individually who comprehended the text well, as well as the class as whole by evaluating how the class interacts with each others opinions and statements. Having them recall three aspects they remember will allow me to see what stood out to them the most and if it was relative to the main idea of the text. The students giving me two examples of what they learned will see if they were close or on target with my learning goals I had planned for this article. And the one connection to a life experience, book/movie or real world events allows me to see that they comprehended the text enough to make a connection or comparison to prior knowledge of similar content.

**Part 5: Planning Ways to Support Student Interactions with Text Ideas**

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| Page/ending phrase | Questions and responses you expect |
| P. 12/ Stop after “Its claws are dull and not made for grabbing or holding prey.” | Q: What does is mean to be ‘holding prey?’  A: It means that is holding its catch.  F: So prey means something that the cheetah catches?  A: Yes, it is the food they catch for themselves in the wild; another animal. |
| P. 12/ Stop after “Yet the cheetah is one of the world’s most successful predators.” | Q: What complications with hunting do we know that the cheetah has now?  A: Their legs aren’t good for hunting; they have dull claws, poor night vision, and can only run for 30 seconds.  F: Do you think any of these complications can be helpful as well?  A: Yes and no, the way that he can run really fast is really helpful but it’s not good that he can’t run for very long. |
| P. 12/ Stop after “Yet the cheetah is one of the world’s most successful predators” | Q: What does is mean it is “the world’s most successful predator”  A: It means that it is the best at catching its prey.  CONTINUE READING  STOP: “Every part of a cheetah’s body is an adaptation for its life as a hunter in the grasslands.”  F: What does it mean “life as a hunter?” I thought it was a predator?  A: They are the same thing; a hunter and a predator ‘hunt’ for their prey, their food, to survive. |
| P. 13/ Stop after “Now, it’s harder for the gazelles to see the cheetah.” | Q: What does camouflage mean?  A: To disguise themselves into the environment.  F: Good. Why would it be important for ‘hunters’ to camouflage themselves?  A: So that they can sneak up on their prey, and catch them. |
| P. 14/ Stop after “They are the fastest, land animals in the world.” | Q: Does anyone think they can run as fast as 80kph or (50 mph)?  A: No!!  F: Why do you think it is important that the author explains that the cheetah is faster than the gazelle?  A: It infers that the gazelle may be the cheetah’s prey, since the cheetah is faster and able to catch the gazelle. |
| P. 14/ Stop after “This cat looks like it’s flying!” | Q: Do you think that cheetahs have always been able to run like this, with their pivoting hips?  A: No, I think they used to run like normal cats.  F: So you think throughout time cheetahs have developed a new way to run? Do you think it is a more efficient way?  A: Yes, Its an ‘adaptation’ their species has gotten over time. And yes it makes them a lot faster than like a house cat. |
| P. 14/ Stop after “When a cheetah runs, its toes grip the ground.” | Q: So what adaptations have cheetah’s feet gone through?  A: They are hard, and their claws don’t retract.  F: Why would this be important?  A: It allows them to have more grips into the ground when they are trying to run fast to keep up with their prey. |
| P. 14/ Stop after “Its like a boat’s rudder.” | Q: Does anyone know what the author means by saying ‘it’s like a boat’s rudder?’  A: The author means that the cheetah’s tail steers the cheetah like a boat’s rudder would.  F: Wow very good observation and explanation.  CONTINUE READING  STOP: “A cheetah’s tail and feet help the cat change direction with ease.”  F: Look at that you were right, the tail does help the cheetah change directions, as if it were steering them. Now can anyone tell me again why might a cheetah need to be able to change directions quickly?  A: Like it said earlier the cheetah’s prey often makes quick moves side-to-side to try to escape the cheetah’s chase. |
| P. 16/ Stop after “It nibbles on grass.” | Q: Can anyone tell me what allows the cheetah to creep closer without the gazelle noticing him?  A: Because of its camouflage!  F: So than was the cheetah’s camouflaged body always camouflaged to do this?  A: No, it was an adaptation! The author says that his tan spotted skin was an adaptation to allow it to better camouflage into its environment to sneak up on its prey. |
| P. 16/ Stop after “They’re looking for an easy meal.” | Q: Why is important that the author says that other animals are looking for an easy meal? What might that mean?  A: It means that other animals may come steal the cheetah’s catch if he doesn’t eat it fast enough.  FINISH PARAGRAPH  F: You right, other animals will try and steal the meal from the cheetah. Do you think that is fair?  A: NO! But its part of ‘survival in the wild.’ |
| P. 16/ Stop after “All these adaptations make the cheetah an awesome predator.” | Q: So what has the author explained about how a cheetah has gotten to become a better predator or hunter over time?  A: We learned that cheetahs have gone through adaptations over time to become better predators in the wild and to survive more successfully.  F: Can anyone list some of the adaptations the cheetah has gotten?  A: Sharp eyes, hard feet, non retractable claws, long tail, camouflaged fur, pivoting hips, high speed, {etc.} |